

## Spoken English for Nonnative Speakers: Integrated Academic Skills II

Linguistics 380-0-21 or 22

Winter 2020

Annenberg Hall G31 (T/Th, 4:00-5:20) and G32 (T/Th, 5:30-6:50)

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**Office:** Linguistics Department, 2016 Sheridan Road, Room 107

**Office Hours:** Tuesdays, 1:30pm-3:30pm or by appointment

**Course website** (a.k.a. “Canvas”): <http://canvas.northwestern.edu>

### Course Objectives

By the end of this course, students should be able to:

1. Identify and implement strategies for effective listening and communication in the American academic context, including participating in group discussions, reporting on written information, narrating in past/future timeframes, introducing oneself and networking, email, and delivering formal/informal presentations.
2. Describe key features of the sound structure of English, including the articulation of consonants and vowels, word stress, intonation, and linking.
3. Describe key components of oral language proficiency as measured by the Versant English Test and specified in the ACTFL Can-Do Statements.
4. Identify their own strengths and weaknesses when using spoken English. Demonstrate progress toward achieving goals targeting improved proficiency.

### Course Description

This course is a continuation of the fall quarter Integrated Academic Skills curriculum. The goal of the course is to give students the tools to improve their intelligibility and effectiveness when communicating in English, with an emphasis on communication in the American academic context. Students will discuss and practice strategies for making individual and group presentations, reporting on written information, narrating in the past and future timeframes, working with small groups, writing email, and networking at professional events. We will develop these skills through a quarter-long group project where students will set up, conduct, and report on an interview with a member of the Northwestern community. Along the way, we will review the sound structure of English with a goal of improved pronunciation and fluency. Students will have an opportunity to consider their own oral English proficiency in light of proficiency assessments used at Northwestern, and will receive feedback on the Versant test performance as well as practice Versant sessions.

### Materials (required)

Grant, Linda (2016). *Well Said: Pronunciation for Clear Communication*, 4<sup>th</sup> edition

Please bring this text to every class. It is available at the Norris bookstore, or online. Be sure to purchase the 4<sup>th</sup> edition.

### **Eligibility and Enrollment**

This course is required for international graduate students of Northwestern University who qualify for Integrated Academic Skills. It is not open to other students. If you are an Integrated Academic Skills student and have not already been enrolled, please contact me as soon as possible.

Students will be registered for this course in CAESAR. Because The Graduate School has mandated your participation, you do not have the option to drop the course. Note, however, that this is a non-credit course: it does not affect your grade point average, and the course load is zero (0).

### **Assessment**

As with all non-credit courses at Northwestern, no letter grade for this course will appear on your transcript. Instead, you will receive a grade of “satisfactory” (S) or “unsatisfactory” (U). To determine whether your final grade is S or U, point values will be assigned to each assignment in this course. These grades will be combined for a final course average, weighted by the percentages listed below. To receive a grade of S, your final course average must be 74% or higher.

### Attendance & Participation

Learning from this course requires active participation, and regular attendance is mandatory. If you cannot attend a class due to illness, a conflict with an academic commitment, or other reason, please contact me as soon as possible by email. Students will be allowed a maximum of two excused absences during the quarter (excused means you have contacted me about your absence and have made plans to make up the material you have missed). *Any unexcused absences, or more than two excused absences, may result in a grade of “U” for the quarter.*

### Assignments

Homework assignments will be evaluated by the instructor, and are due on the date listed. Late homework assignments will only be accepted with permission of the instructor. Students will also receive feedback on in-class activities.

Students will complete several **recording assignments** to provide samples of their spoken English proficiency and listening comprehension. Students will receive individual instructor feedback on each to identify their strengths and weaknesses when using spoken English and provide suggestions for improvement (Course Objectives 4). Particular emphasis will be put on intelligibility, drawing on knowledge of the sound structure of English (Course Objective 2).

Students will complete **presentation assignments** with the goal of effective communication in networking contexts, and in individual and group academic presentations (Course Objective 1). Students will receive feedback to identify strengths and weaknesses, and suggestions for improvement (Course Objective 4).

Students will complete periodic **Canvas quizzes** about the sound structure of English (Course Objective 2), assessment of English proficiency (Course Objective 3), and strategies for effective communication in the academic context (Course Objective 1).

Students will complete **group assignments** as part of a long-term group project to develop communication skills by setting up, conducting, and reporting on an interview (Course Objective 1).

Students will submit short **writing assignments** for setting and reflecting on goals (Course Objective 4), email practice (Course Objective 1), and for creating practice items for proficiency assessment on the Versant test (Course Objective 3).

Students will participate in group Versant practice sessions to gain confidence and familiarity with the test, and receive instructor feedback on performance (Course Objective 3, Course Objective 4).

### Breakdown of final grade

Attendance & Participation

Recording Assignments: 25%

Presentation Assignments: 25%

Canvas Quizzes: 10%

Group Assignments: 20%

Written Assignments: 15%

Versant Practice Sessions: 5%

### **Academic Integrity**

Academic Integrity is taken very seriously at Northwestern. Students are responsible for reading and understanding [Northwestern's Academic Integrity policies](#). **All suspected violations of academic integrity will be reported to the Associate Dean for Graduate and Postdoctoral Affairs in The Graduate School and the [appropriate Assistant or Associate Dean](#) of the school that offers the course** (e.g., Weinberg College of Arts & Sciences, McCormick School of Engineering, etc.). Violations of academic integrity include: cheating, plagiarism, falsifying information, data, or citations, and helping others commit academic integrity violations. For a full list of academic integrity violations, see the provost's website on [principles of academic integrity](#). You should also review [TGS's website](#) on academic integrity and read [Academic Integrity: A Basic Guide](#).

### **University policies and resources**

Students can find useful resources about campus safety and security, academic support, and mental and physical health and well-being at the [NUhelp website](#) and app.

Any student requesting accommodations related to a disability or other condition is required to register with [AccessibleNU](#) ([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Northwestern University's Policies on Discrimination, Harassment, and Sexual Misconduct apply to all members of the University community, including students, staff, faculty, and third parties. Any student, staff, or faculty member, or third party, who believes that they have been discriminated against or harassed on the basis of their race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, parental status, marital status, age, disability,

citizenship, veteran status, genetic information or any other classification protected by law, should contact the Office of Equity at (847) 467-6571. Additional information about the University's discrimination and harassment policies, including the campus resources available to assist individuals with discrimination or harassment concerns, is available online on the [Office of Equity website](#).

Students, staff, and faculty who report harassment, discrimination, or sexual misconduct are also protected under the [University's Policy on Non-Retaliation](#).

**A note on our class learning environment**

All speakers of English make mistakes occasionally. Each student will enter this class with different skills and strengths in English, and no one will excel in every area. Errors are inevitable, but they are an asset to learning, not an obstacle! They provide an important opportunity for feedback, which will in turn help you to improve your language skills. A friendly atmosphere where everyone is comfortable trying new skills is the key to making progress, so please be respectful of your classmates' questions and comments, and offer to help one another as needed.

Please keep your phones and dictionaries in your bag during class, and keep your laptops and tablets closed.

If you have questions, chances are other students do, too. You are encouraged to ask lots of questions, even if they do not directly pertain to the day's lesson (and time will be set aside each day for such questions). Please just ask!

**Tentative Schedule**

Note: The following is subject to change. Revisions to the syllabus will be posted on Canvas.

<u>Date</u>	<u>Topic</u>	<u>Homework Due</u>
Jan. 7, Tu Day 1	Course Introduction <ul style="list-style-type: none"> <li>• Versant test review</li> <li>• Proficiency discussion</li> <li>• Icebreaker</li> </ul>	
Unit 1: Listening Skills		
Jan. 9, Th Day 2	Communicative Focus: Effective listening <ul style="list-style-type: none"> <li>• Review of Can-Do Statements on Effective Listening</li> <li>• Listening for form</li> </ul>	<p><u>Writing Assignment 1</u> Goal Setting Questionnaire: Submit answers to questions about your goals for the quarter.</p> <p><u>Writing Assignment 2</u> Write and submit 10 original sentences of 5-10 words on any topic (in the style of the Repeats section of Versant test), to be used for in-class practice</p>

Jan. 14, Tu Day 3	Communicative Focus: Effective listening continued <ul style="list-style-type: none"> <li>• Listening for content</li> </ul>	<u>Recording Assignment 1</u> Listen to the news story and submit recording of yourself paraphrasing what you heard
Jan. 16, Th Day 4	<b>Meet in MAD Studio: Kresge Hall 2524</b>  Versant practice  Communicative Focus: Communicating in the absence of visual information	<u>Writing Assignment 3</u> Write and submit 4 original, related sentences in the style of the Reading portion of the Versant test
Unit 2: Working in Groups		
Jan. 21, Tu Day 5	Communicative Focus: Effective email review <ul style="list-style-type: none"> <li>• Collaborative email writing</li> </ul>	<u>Group Assignment 1</u> Submit names of two potential interviewees, and why you chose them.
Jan. 23, Th Day 6	Pronunciation Focus: Thought groups and focus words review  Communicative Focus: Conducting interviews	<u>Canvas Quiz 1</u> Submit answers to Canvas quiz
Jan. 28, Tu Day 7	Communicative Focus: Working in small groups of peers <ul style="list-style-type: none"> <li>• Negotiation Activity</li> </ul> Communicative Focus: Agreeing & disagreeing <ul style="list-style-type: none"> <li>• Strategies</li> </ul>	<u>Group Assignment 2</u> Submit interview questions for feedback.
Jan. 30, Th Day 8	Communicative Focus: Debate activity  Pronunciation Focus: Intonation	
Feb. 4, Tu Day 9	<b>Meet in MAD Studio: Kresge Hall 2530</b>  Versant practice  Communicative Focus: Past narration, paraphrasing	
Feb. 6, Th Day 10	Communicative Focus: Presenting in groups <ul style="list-style-type: none"> <li>• Analysis of group presentations</li> </ul>	<u>Canvas Quiz 2</u> Submit answers to Canvas quiz
Unit 3: Presenting Academic Content		
Feb. 11, Tu Day 11	Communicative Focus: Presenting processes	<u>Presentation Assignment 1</u> Be prepared to present on a process of your choosing
Feb. 13, Th Day 12	Communicative Focus: Presenting processes continued	<u>Recording Assignment 2</u>

	Pronunciation Focus: Linking	Listen to the news story and submit recording of yourself paraphrasing what you heard
Feb. 18, Tu Day 13	<b>Meet in MAD Studio: Kresge Hall 2530</b>  Versant practice  Communicative Focus: Future narration, paraphrasing	<u>Group Assignment 3</u> Complete your interview. Submit a short, written reflection on interview
Feb. 20, Th Day 14	Pronunciation Focus: Stress in words review  Communicative Focus: Reporting on written information/leading discussions	<u>Group Assignment 4</u> Submit a draft of a thank-you email to your interviewee for feedback
Feb. 25, Tu Day 15	Communicative Focus: Reporting on written information/leading discussions continued	<u>Canvas Quiz 3</u> Submit answers to Canvas quiz
Feb. 27, Th Day 16	Communicative Focus: Networking and elevator speeches  Pronunciation Focus: Consonants review	<u>Presentation Assignment 2</u> Be prepared to deliver a 30-second elevator speech
Mar. 3, Tu Day 17	Communicative Focus: Formal Group Presentations	<u>Presentation Assignment 3</u> Be prepared to deliver group presentation  <u>Recording Assignment 3</u> Re-record and submit Pronunciation Profile from <i>Well Said</i> : <ul style="list-style-type: none"> <li>• Part A, Reading 1 (p. 1-2)</li> <li>• Part B, Question 1 (p. 3)</li> </ul>
Mar. 5, Th Day 18	Communicative Focus: Formal Group Presentations  Pronunciation Focus: Vowels review	<u>Writing Assignment 4</u> Listen to Recording Assignment 1 from last quarter, and Recording Assignment 3 from this quarter. Submit a short paragraph about how your English has improved this quarter, and plans for the future.
Mar. 10-12	<b>Individual meetings with instructor (NO CLASS)</b>	